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ABSTRACT

This paper uses an individual case study approach to describe effects of the Learning Disabilities Transition Project, a 3-year federally funded research demonstration project which facilitated the transition of students with learning disabilities from high school to postsecondary institutions or to employment opportunities. Project goals included first, helping students (N=55) develop an understanding of what transition is through their research of options, development of self-understanding, and setting of personal goals; and, second, demonstrating an effective model for implementing transition services. Such services included: initial and ongoing assessment; transition case management; development of an individual transition plan; direct instruction; collaborative planning with relevant professional personnel; visits to postsecondary sites; and monitoring students during the first year in the postsecondary school or work setting. The case study is of the last 2 years of high school and the first year of a community college of a young girl with learning disabilities and osteogenous imperfecta. For each year information is provided on Julie's assessment results, her transition plan objectives, and the role of the counselor. The high degree of satisfaction expressed by Julie and the other students in the project is noted. Attached are: a list of 11 materials generated by the project; 7 references; and a 5-part questionnaire covering learning style, postsecondary options, self-advocacy, transfer of study skills, and interpersonal skills. (DB)

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A Case Study

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LEARNING DISABILITIES TRANSITION PROJECT

A Case Study

Introduction

The Learning Disabilities Transition Project, a three year federally funded research-demonstration project, began in August 1986. The goal of the project was to facilitate the transition of students with learning disabilities from high school to postsecondary institutions or to employment opportunities. The project linked high schools with postsecondary programs in vocational technical institutes, community colleges and four year colleges. The project staff worked with students who had a documented learning disability beginning in their junior year of high school through their first year of postsecondary training or employment.

Purpose

In order to understand and better define the transition process for students with learning disabilities, a case study was chosen to provide a comprehensive example. It is hoped that the information derived from this case study will not only expand the existing knowledge of transition but assist service providers in the successful transition of students from school to postsecondary settings and employment.

Focus

The project had a duel focus. One goal was to help students develop an understanding of what transition really is. It required that students research options, develop self-understanding, set goals and learn effective decision making strategies. The other objective of the project was to demonstrate an effective model for implementing transition services. Some of the transition services that were provided to students included the following:

- Initial and ongoing assessment to determine students' awareness, knowledge, and skills of transition, their learning style, academic strengths and weaknesses, their knowledge of postsecondary options and career goals, and their self-advocacy skills
- Transition case management
- Development of an individual transition plan with goals and objectives (see appendix for sample)
- Direct instruction in small groups or individually utilizing the Transition Curriculum developed by the project staff
- Collaborative planning with special education staff, regular education staff, community agencies and postsecondary staff
- Providing information about adult L.D. services
- Visits to various postsecondary sites
- Orienting, monitoring and following along students during the first year in their postsecondary school or in the work setting

In addition to services provided to students, project staff served as role models to other professionals in the school setting, demonstrating the type of transition support that students with learning disabilities need for postsecondary success.

Current Research

There is little longitudinal research information available in the literature on transition services for students with learning disabilities. This project provided an opportunity to observe and follow students over a three year period. As an applied research demonstration study, the project is able to describe the transition process over time and will be able to answer questions about the effectiveness of such an intervention.

The Case Study

The following case study is an example of how the transition project worked for one student. This case study examines the transition process of one female student in a large urban school district. Julie's case was selected because I believe it represents a unique insight into the complexities that a teenager with learning disabilities might confront when getting ready for adult life. It attempts to provide the reader with an understanding of one individuals experiences during the transition process, the interaction between Julie and her transition counselors, and the total holistic process that transpired over a three year period.

Julie's case study is unique to her, but it is also fairly typical of other students who participated in the project. Each student displayed a wide range of skills, interests and needs. During the transition process, many of the students progressed and changed as they worked through the normal stages of development and self-awareness. For example, some students needed to work on setting realistic goals, others needed assistance in learning to be independent and to accept responsibility for their own choices. Occasionally students experienced failures before successes were realized.

Each person with learning disabilities is different and has a unique configuration of strengths and weaknesses. Although Julie's experience does represent to some extent other learning disabled students' experiences in the study, she is not "typical" of all those who have "L.D." She, along with the other students, required a truly individual "plan" to be able to move successfully from high school to a postsecondary program.

Information for this study was derived from the extensive case notes written by the transition counselors. Assessment data, observations and interviews with Julie and her transtion counselors were also used for this study.

The First Year

Julie's Special Education teacher recommended her to the L.D. Transition Project in February of 1987 as a student with postsecondary potential. She met the criteria for the project and was then asked by the project staff to participate along with the initial group of 27 other eligible juniors and seniors in her school district.

Julie's Individual Education Plan (IEP) indicated that her primary disability was "learning disabilities" and a secondary disability was "ostegenous imperfecta" (brittle bones) which required the use of an electric wheelchair. She was in mainstream classes 83% of the time and received special education support 17% of the time during the school day.

Much of the initial project contact between Julie and the transition counselor during the first year involved assessment, individual counseling and completion of the Student Questionaire. (See Appendix for sample.) During the counseling sessions, there was time to discuss Julie's personal goals and expectations and to develop a plan for accomplishing them.

In their weekly meetings, Julie and her transition counselor discussed Julie's goal of becoming a veterinary technician. Her transition counselor provided Julie with the name and phone number of someone to contact in the veterinary techician program at the University of Minnesota in Waseca. Julie's goal was to follow up by phoning for further information. The Student Questionaire was administered, the Career Assessment Inventory (CAI) was given, as well as the Janis-Field Attitude Inventory as part of the project's Assessment Battery. Arrangements were made by the transition counselor for Julie to meet with the project's psychologist to take the WAIS-R and have those scores interpreted. A short summary of the Assessment results is included here

to provide baseline information on Julie's interests, attitudes, transition awareness and overall functioning level.

Assessment Summary

CAI Interpretations

The Career Assessment Inventory (CAI) helps a student understand how their interests on a wide range of occupation areas fit into the world of work. Julie's CAI results were explained during a meeting with her transition counselor and the results were consistent with her previously expressed interests in becoming a veterinary technician. It was suggested to Julie that because of her high interest in the Social and Investigative areas, that she may want to explore a four year rather than a two year postsecondary program. Julie agreed that this might be a possibility. Julie's other interest areas that rated high on the CAI were in math, medical science, creative arts, medical services and religious and community activities. The lower rated interest areas included mechanical, electronics, athletics, writing and law.

Student Questionaire Interpretation

The Student Questionaire was given to all Project participants as a pre- and post-measurement of knowledge about transition issues. It was designed to assess through self reporting (A) the student's level of awareness and skills in various areas of transition, (B) skill areas that the student would need to develop, (C) appropriate modifications and accommodations to suit individual student needs and (D) to determine progress over time. The five areas addressed in the Student Questionaire were

1. understanding student's strengths and weaknesses and learning style
2. awareness of postsecondary options
3. understanding study strategies and accommodations

4. awareness and utilization of self-advocacy skills

5. interpersonal skills

Julie's initial screening on the Student Questionaire revealed that she had some insights into her learning style. She listed math, singing and "people liking her" as strengths in school and "being responsible" as a strength on the job. She felt that other people would view her "outgoing" personality as a strength as well. Julie listed her preferred mode of learning to be through listening, talking or discussing things, writing or drawing and through experiencing. Speed in reading and writing were seen as problematic areas and not a preferred learning mode. Julie obtained her knowledge of and information on postsecondary options through brochures, flyers, media advertisements, speakers and through friends or relatives. She was able to list five types of postsecondary schools and named four specific schools and two program areas in which she had personal interest. She was aware of only one postsecondary school that offered special services to students with learning disabilities, and she listed three occupations related to her veterinary technician interests.

Julie's assessment of her "self-advocacy" skills was very high. She felt she was able to ask for and get the help she needed. She stated that she was "very likely" to utilize a number of accommodations and services if the need arose in a class situation. Julie also perceived that she had the ability to manage her time, set goals and complete assignments and had no difficulty with general study skills. In the area of "transferring skills and interpersonal skills", Julie again rated herself "likely" or "very likely" to effectively organize her time and materials, complete assignment and follow through on goals.

Janis-Field Interpretation

The Janis-Field Attitude Inventory is designed to measure a student's self-esteem. Julie's score of 4.15 placed her in high average range compared to other project participants whose overall average score was 3.5 (average self-esteem). (See appendix for sample).

WAIS-R

The Weschler Adult Intelligence Scale-(Revised) was administered to all project students to identify strengths and weaknesses and to fulfill the entrance criteria for participation in the project. Julie's overall score placed her in the average range of intelligence (Full Scale I.Q. 105) with strengths in the areas of spatial motor skills and mathematical reasoning ability. She also showed strengths in the areas of visual perceptual ability and eye-hand coordination. The interpreter of the test also indicated that Julie's learning disability significantly affects her ability to work with written and oral language. This processing deficit affects Julie's writing speed and accuracy. It is also difficult for Julie to encode information which affects spelling, vocabulary and organization of written ideas.

Student Progress

During the months of April and May in 1987, discussions were held among the transition counselor, Julie's special education teachers and regular education teachers to plan for the transition conference. A check on Julie's courses at the midterm revealed "A's" and "O.K.'s" in Algebra and Geometry and "F's" and "missing assignments" in Enlish and U.S. History. These grades were consistent with Julie's earlier self assessment of her school strengths and weaknesses and her test scores.

The transition conference was held in the spring in conjunction with Julie's annual Individual Educational Plan (IEP) review. It was attended by

Julie, her parents, the special education staff, the transition counselor, the Department of Rehabilitation Services (DRS) counselor and the occupational therapist. The occupational therapy report was read and indicated that Julie was able to do well in daily living activities, had developed her own method for mobility (in her wheelchair) and had contacted the company regarding modifications for the wheelchair. The congenital condition of osteogenous imperfecta (brittle bones) was in no way related to Julie's learning disability. However it required her to use a wheelchair for mobility. It was recommended that Julie receive indirect services (monitoring) in occupational therapy.

At this meeting, Julie requested taped materials for some of her courses and a vocational evaluation from DRS. Also discussed at the transition conference were possible summer jobs or summer work programs.

The transition counselor offered Julie the opportunity to participate in a United Way Youth Issues Conference later in the spring as a representative of the Learning Disabilities Association (LDA). Julie expressed interest in this and agreed to complete the application. Julie also inquired about a specific test that she might take to get into the Veterinary Technician program in Waseca.

Transition Objectives, First Year

The transition plan objectives established at this time for the remainder of that school year and for the summer were for Julie to:

1. Participate in 2-5 summer sessions offered by the transition staff on various aspects of transition.
2. Review high school course selections for senior year to ensure appropriateness for college preparation.

3. Check to see whether the SAT was required for her chosen postsecondary institution and if so arrange for an adapted SAT. Participate in study sessions for the SAT.
4. Review postsecondary programs available and special services available. Select sites to visit.
5. Review career goals after vocational evaluation from DRS.
6. Improve vocabulary and general knowledge through high interest reading.
7. Increase understanding of strengths and weaknesses.
8. Plan to visit the veterinary technician program in Waseca.
9. Consider taking a class through the postsecondary options act in a local Technical Institute or Community College.
10. Improve study skills.
11. Complete college and financial aid applications.

The above objectives were coordinated with the special education staff, the guidance counselor at her high school, the DRS counselor, the transition counselor, Julie and her parents.

Summer Program

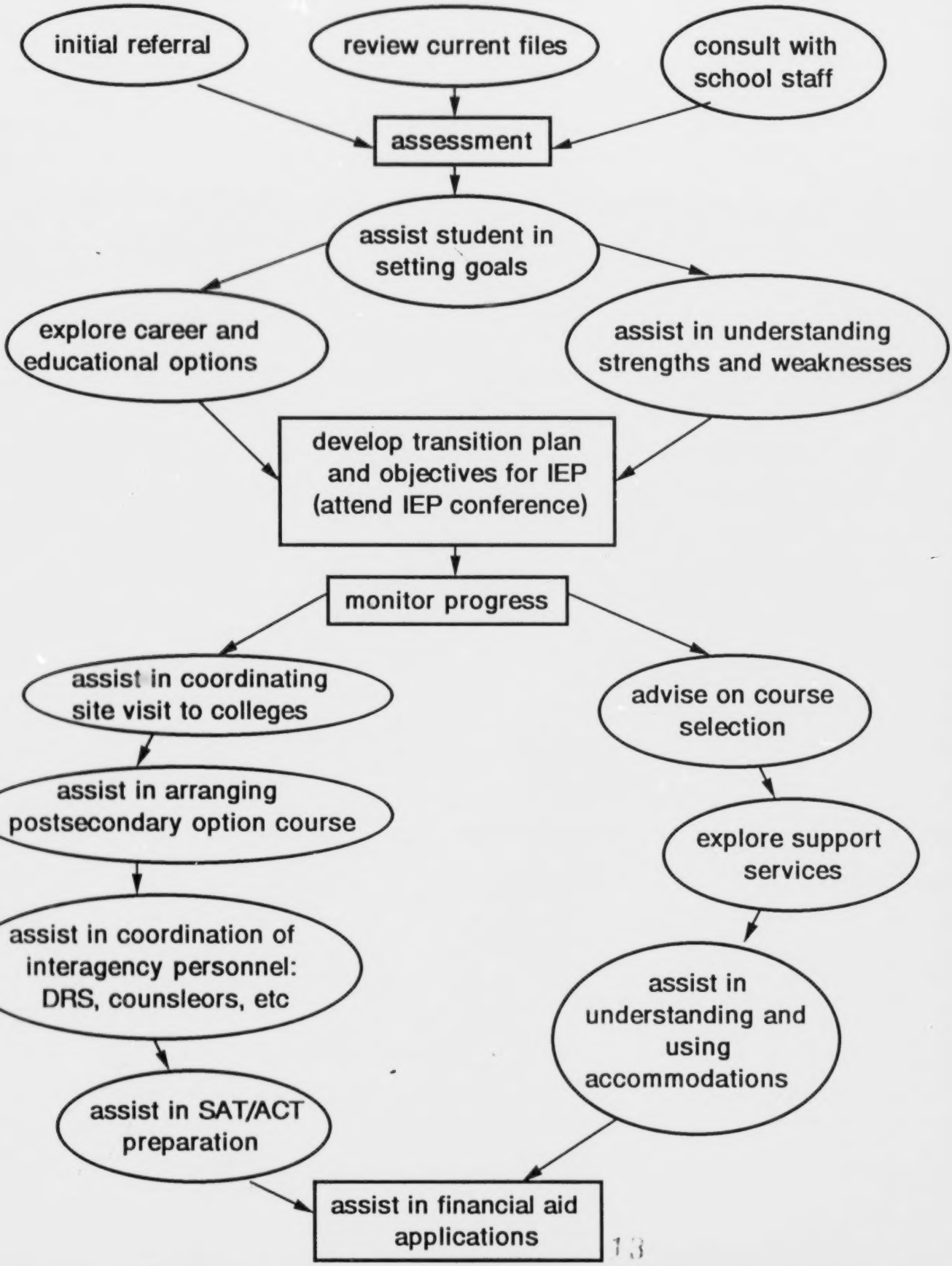
The Learning Disability Transition Project staff offered a summer program consisting of six sessions and all of the students participating in the project were invited to attend. The sessions were held at the LDA office during June and the topics included: Choosing the Right School for You, Exploring Career Interests, Learning What to Expect in a Postsecondary School, Understanding Your Strengths and Weaknesses, Planning Accommodations in School, and Advocating For Yourself. Julie attended three of the six sessions and during these she used a microcomputer and word processor to complete a letter requesting information on the Veterinary aptitude test and wrote two letters

requesting information on what special services would be available to her from two different colleges.

The Role of the Transition Counselor

The flow chart that follows outlines the major activities that the transition counselor was engaged in during the first year of the LD Transition Project with Julie. This flow chart represents the in-depth process which began in the junior year and continued through Julies first year in her postsecondary setting.

Role of the Transition Counselor in the Junior Year


initial referral
review current files
consult with school staff
assessment
assist student in setting goals
explore career and educational options
assist in understanding strengths and weaknesses
develop transition plan and objectives for IEP (attend IEP conference)
monitor progress
assist in coordinating site visit to colleges
advise on course selection
assist in arranging postsecondary option course
explore support services
assist in coordination of interagency personnel: DRS, counsleors, etc
assist in understanding and using accommodations
assist in SAT/ACT preparation
assist in financial aid applications

The Second Year

During the summer months before her senior year Julie not only attended the project's summer sessions, but she also worked in the office of her DRS counselor doing general office work and she went to New York as a representative for a Youth Leadership Council. She also obtained a vocational assessment from Sister Kenny and Courage Center. The assessment indicated that Julie had potential in a number of academic areas and she was advised that she should consider attending a four year college because of her abilities. Julie reluctantly agreed to look at other career possibilities, but was still most interested in becoming a veterinary technician, even though her physical limitations might make it difficult and impractical for her.

During September, 1987, Julie and her transition counselor met regularly to discuss her current courses, the SAT test and what accommodations she may need in taking the test. They attended the career fair offered to seniors, parent and student workshops and they set up site visits to the University of Minnesota General College, Minneapolis Technical Institute, and Minneapolis Community College. Julie requested assistance in completing the SAT registration form. She had followed through with the transition counselor's suggestions of meeting with her high school guidance counselor to obtain information on her GPA and class rank. Julie expressed a new interest in computer graphics (advertising) and saw it as a possible back-up if the veterinary technician plans did not materialize. Julie expressed to her transition counselor that she felt very discouraged when she was told during her vocational evaluation that being a veterinary technician would be an unrealistic goal because of her physical limitations. They discussed other career options and her transition counselor provided numerous career brochures from various local technical institutes and two year colleges. She

encouraged Julie to make appointments to visit the schools and to ask specific questions about their programs and what specific services might be available, particularly in the areas of computer graphics.

Transition Objectives, Second Year

The transition counselor introduced Julie to the SAT software and assisted her in studying for the SAT on the computer. They discussed and developed transition objectives and a timeline to be followed in preparation for the IEP/Transition meeting to be held in November. The transition objective for Julie's senior year included:

1. "Choosing a Postsecondary School." Obtain information about the following schools: Waseca, Augsberg, Normandale. Visit at least three schools. Make a list of questions to ask on a site visit. List and compare the support services available at each school.
2. "Career Exploration." Compare the results of the CAI with the evaluation from Sister Kenny and Courage Center and with her own self-assessment of values and aptitudes. Identify four career areas for further exploration based on interests and strengths. Plan and complete at least one activity to explore each career (eg. job shadowing, interview).
3. "Getting Into School of Choice." Meet with the high school guidance counselor to discuss college choices and procedure for applying. Obtain applications and fill them out. Write an essay if needed and revise with assistance. Prepare for an interview (if required by a college) by listing anticipated questions and role-playing with transition counselor.
4. "Financing College." Obtain appropriate financial aid forms. Complete forms and have them checked by the counselor at her high

school. Meet with the DRS counselor. Check at least four sources for scholarships. Complete scholarship applications.

5. "Postsecondary Option." Arrange for and take a postsecondary option during 3rd trimester, an opportunity for high school students through the Postsecondary Options Act.
6. "Study Strategies and Accommodations." Determine a study strategy or accommodation to complete reading assignments in English, Economics and Psychology, and utilize the strategy during spring quarter.

In October, Julie followed through with visits to Minneapolis Technical Institute and Minneapolis Community College. She also followed through with studying for the SAT on the computer. She expressed new interest in a travel advisor program and in architectural drafting. At this time Julie had decided against computer graphics because she was not really very good in art.

Julie's IEP/Transition meeting in November was attended by an interagency team consisting of Julie, her special education teacher, parents, school social worker, transition counselor, DRS counselor, Sister Kenny evaluator, vocational counselor, public health nurse, occupational therapist and physical therapist. Julie received Special Education levels II (indirect) and III (direct) services for both her learning disability and her physical disability. The agencies reported on their assessment results, therapists discussed adaptions, coursework progress was addressed and Julie shared her plans to move into an accessible apartment with a girlfriend in February, 1988.

During December, Julie arranged a visit to Normandale College with a friend. The transition counselor provided her with information about

Normandale, its course offerings, special services, where the handicap access entrance was and directions on how to get there.

Julie had been hospitalized in mid December because she broke both arms and suffered a bent pin in her leg as a result of a fall from her wheelchair. She required surgery and was in the hospital for approximately one month. When she was able to go home she needed to have a home health aide and attended school only half days. Julie was beginning to consider attending a nearby community college for a least the first year after high school while she sorted out what she wanted to do. Julie and the transition counselor then discussed how she could obtain applications and financial aid forms. Julie's parents were able to assist her in completing the necessary forms.

Julie returned to high school full time in February and moved into her own apartment as planned. The transition counselor consulted with Julie, the special education staff and outside agencies on thirteen occasions during this month. The transition plan was updated and revised. Julie and her transition counselor discussed taking a course through postsecondary options during the spring semester at the nearby community college. Some arrangements were made with the regular education teachers for accommodations for Julie's high school classes and up-coming tests. Her spring courses were reviewed and the various support staff at the community college were contacted by the transition counselor to prepare for the postsecondary option course and the courses Julie would take the next year.

During March and April, Julie visited the University of Minnesota General College, and registered for a Biomedical Terminology course at the community college as a postsecondary option for 3rd trimester. After discussing the course with the instructor and the project's postsecondary transition counselor, the transition counselor cautioned Julie that it was an

extremely fast paced course, was not intended as an introductory college course and would require a lot of independent work. The transition counselor suggested that she take a look at the textbook and talk directly to the instuctor before making a final decision.

Julie continued her work with her spring courses in high school and although she had many responsibilities, she felt positive about the job she was doing both at school, work and with her living arrangement. she received a "B" on her first Biomedical Terminology test at the community college and was not needing any special modifications in Psychology or English classes in high school. By May however, Julie was experiencing difficulty with the postsecondary course. The Biomedical Terminology instructor contacted the transition counselor and stated that Julie needed to study between 6 and 10 hours per week to do well and there were no taped accommodations available for the course. He also suggested that Julie may want to withdraw from the course immediately so that it would not affect her GPA. After discussing the situation and possible options with Julie, she decided to withdraw from the class.

Exiting High School

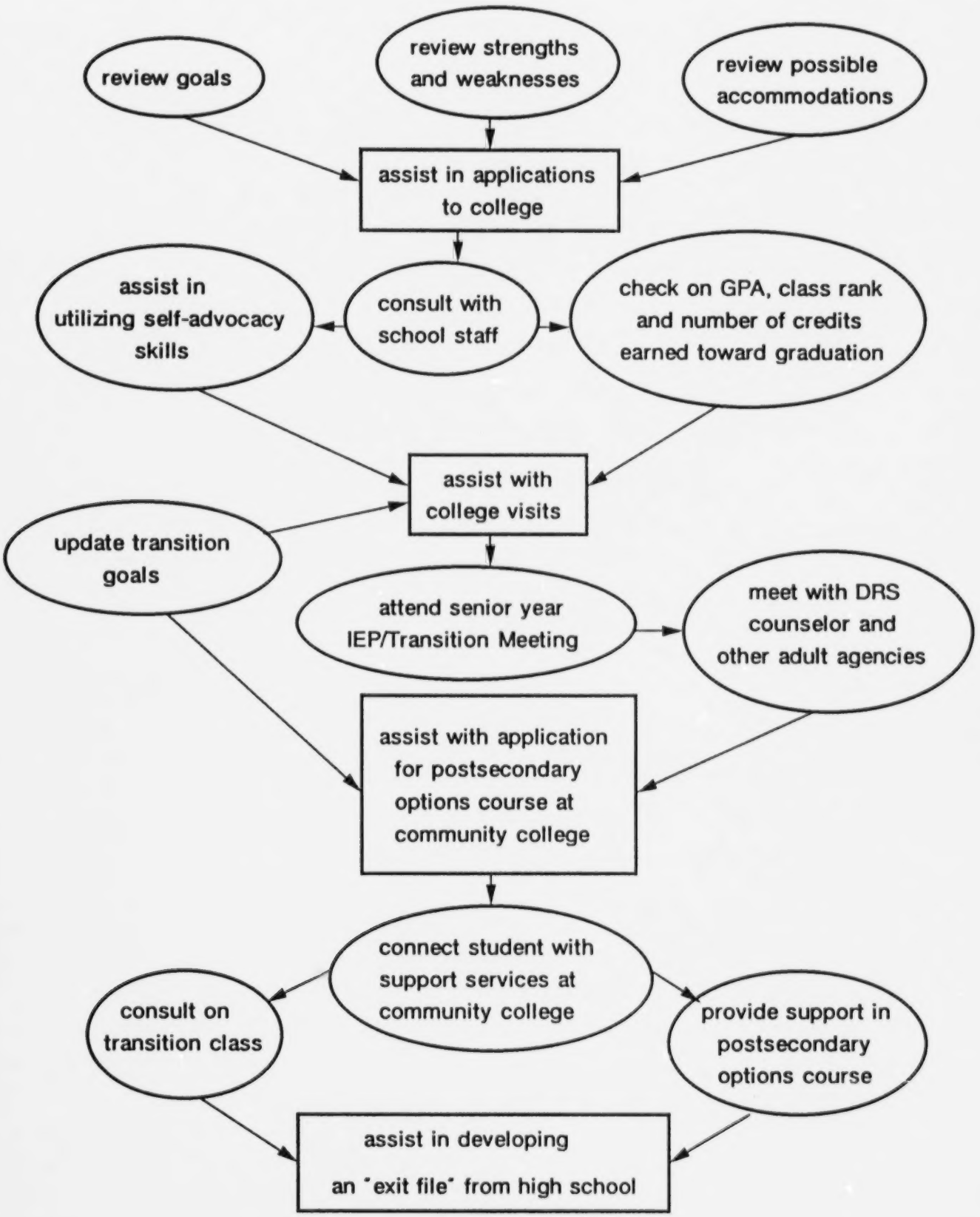
Julie and the transition counselor concluded the senior year by completing the second (post) Student Questionnaire, discussing summer transition and work plans and developing a transition "Exit" file. This file contained Julie's IEP, Transition Plan, letters of recommendation and support, documentation of her learning disability and list of accommodations that may be needed. Julie would be able to use this file to facilitate a smooth transition into her postsecondary school. The Student Questionnaire self-report by Julie (post assessment), revealed that speed in reading and writing continued to be problem areas in school subjects. Julie was able to list four areas of strength

that could be used to compensate for her difficult areas. Julies stated that she was aware of "some" postsecondary educational choices and occupations. She listed four types of postsecondary schools or colleges and over seven specific schools that she was aware of and five schools that offered special services to learning disabled students. This was an increase of four schools and services from the previous year's responses on the Student Questionnaire. Julie named five occupations that were of interest to her (all different than the previous year.) Julie again rated her skills in self-advocacy as quite high. Her perception of her self-advocacy and study skills concurred with the transition counselor's observations of those same skills. Again Julie felt confident in her ability to organize her time, complete assignments and follow through on goals.

The Role of the Transition Counselor

The following flow chart depicts the activities that the transition counselor engaged in during the second year of the project, Julie's senior year in High School.

Role of the Transition Counselor in the Senior Year


review goals
review strengths and weaknesses
review possible accommodations
assist in applications to college
assist in utilizing self-advocacy skills
consult with school staff
check on GPA, class rank and number of credits earned toward graduation
assist with college visits
update transition goals
attend senior year IEP/Transition Meeting
meet with DRS counselor and other adult agencies
assist with application for postsecondary options course at community college
connect student with support services at community college
consult on transition class
provide support in postsecondary options course
assist in developing an "exit file" from high school

The Third Year

Julie began the third year of the project in July, 1988. The postsecondary transition counselor contacted her to set up a meeting for registration at the community college in early August. Julie informed her that she had already contacted the community college and had taken the required Skills Assessment at the community college and expressed excitement about beginning classes in the fall. Julie, with assistance from the postsecondary transition counselor completed registration in early August and discussed possible accommodations that Julie may need for her courses. It was determined that she would request a notetaker for English and Health, but she did not think she would need any texts taped for fall. In fact, Julies stated that she had tried using taped texts and did not like them. The transition counselor arranged to have the math computer fee and text books paid for by DRS. The DRS counselor was very supportive of Julie's decision to attend the community college.

Julie bought her books early and previewed them prior to classes starting. Her excitement remained high even after some last minute course changes and some difficulty in getting her financial aid check. The transition counselor gave Julie several names and phone numbers of people on campus and at other agencies to contact if there continued to be probelms with financial aid.

After classes began, Julie and her transition counselor met to discuss the courses she was taking. Julie was enjoying all of them and not finding them to be too difficult. There did not appear to be a need to tape texts at this time. However, Julie agreed to keep this in mind as an option for the future. Julie was utilizing a notetaker in Health and English and using the computer for Math. The transition counselor offered some suggestions for reading, they

established long and short term goals for studying and Julie was encouraged to talk with her teachers regarding extra time needed for taking exams.

Postsecondary Progress , Fall

Meetings in October revealed that Julie continued to be progressing very well. She reported to be averaging a "B" in English and continued to like all her courses. She was following through with the study strategies that were suggested and with the goals that were set with her transition counselor. Julie joined the Student Senate at the community college and became Student Activities Director. She enjoyed being active and involved in campus activities. The purchase of an Apple II C computer printer was discusseed as a possible aid to assist with written assignments especially since spelling, punctuation and speed were difficult areas for Julie. Julie already owned a computer so the transition counselor spoke with the DRS counselor who agreed to research the possibiiity of assisting with the purchase of a printer. The transition counselor wrote a letter in support of this purchase. Julie said that she was having some difficulty keeping up with all the reading in her Health class. The transition counselor reviewed the steps in SQ3R (Survey, Question, Read, Recite, Review), and set two short-term goals with Julie: (1) keep track of study times and work completed by recording in a notebook, and (2) use a high-lighter to underline important concepts in the text.

Julie expressed that she continued to be pleased with her progress during her November meetings. The "B" average in all classes continued and she had been asked to work at the Upward Bound office as a secretary (a student employment job). She also became involved as a cheerleader for the community college basketball games.

Accommodations and Strategies

In December, Julie discussed the difficultly she was beginning to experience in her English class, specifically in spelling, punctuation and not having enough time to correct errors or to complete writing assignments. The transition counselor suggested that Julie speak directly with the instructor regarding her learning disability and explain what her needs were for the class. They role-played what Julie could say and how she could ask for specific accommodations. The transition counselor also offered to meet with the instructor if needed. Discussions with the English professor were useful as he allowed for extra time both in and after class to complete writing assignments and to correct spelling errors. Julie expressed that she felt very prepared for final exams and had an overall positive attitude about the fall quarter.

The transition counselor introduced Julie to the writing specialist at the community college who could assist in this area. The opportunity for direct and consistent tutoring was arranged with the writing specialist.

The transition counselor assisted Julie in completing registration for winter quarter, arranged for a notetaker for the advanced English course and recommended some additional study strategies for Health class readings. The transition counselor also spoke with Julie's English teacher prior to winter quarter to explain Julie's learning disability and necessary accommodation that may be needed including tutorial assistance from the writing specialist, extra time writing assignments in the Learning Assistance Center.

Julie missed several weeks of school in January because of bronchitis and although the quarter had been going well, she questioned whether or not to remain in all of her classes or to withdraw or take incompletes. She had been doing passing work in English but had not followed up with utilizing the tutorial assistance from the writing specialist. Julie continued to be active in student

sentate, choir, cheerleading and was working twenty hours per week in the Upward Bound office.

Some of the strategies that Julie used in her courses during winter quarter included keeping a list of difficult vocabulary words, using the dictionary for definitions and writing them on notecards. The transition counselor referred Julie to a math tutor as she stated that she was having difficulty understanding Algebra and was falling behind in class. A goal was for Julie to develop a study schedule and set study goals. Although Julie was having some difficulty this quarter, she expressed a positive attitude about her progress and decided to consider a career in Math, possibly as a teacher.

In March, Julie was uncertain about her status or grades in English, even after consulting with the instructor. The transition counselor attempted on four occasions to talk with the instructor, and when she was finally reached, the instructor expressed some concerns about Julie's progress. The instructor stated that although Julie was outgoing, assertive and had the potential for academic success, several major assignments had not been handed in. Julie did not write down or follow directions for papers, she did not make the recommended changes in her writings, and there was little follow through. She felt Julie was not taking the class seriously and suggested that she repeat the class prior to taking the next English course.

When this was discussed with Julie, she agreed that she had not put enough effort into English and that because of other things going on in her life, (school activities and personal problems that she did not elaborate on) she had let her academic responsibilities slide. Julie also state that it is often difficult for her to understand verbal directions and she had just never asked for clarification. The transition counselor suggested some self-advocacy skills

and assertiveness strategies Julie might use in this situation. Julie agreed to try these suggestions and to consider taking the class again.

Postsecondary Progress, Spring

Julie started spring quarter registered in four courses: Choir, Math, Speech and Sociology. Prior to beginning spring quarter, Julie was encouraged to speak with the Sociology instructor to inform him of her learning disability and to discuss accommodations such as extra time for tests, special testing arrangements and the use of a notetaker in class. She was also encouraged to purchase the testbook early to get a head start on the reading. Julie did not follow through with any of these suggestions. At the beginning of the quarter, she was excited about public speaking, choir and was again encouraged to seek tutoring assistance early on for Math. Due to the large amount of reading required in Sociology, taped texts were suggested, but Julie did not want to use them. The transition counselor encouraged Julie to highlight main ideas and to use flashcards for important terms. Julie promised to keep track of her study schedule for one week.

When winter quarter grades were received, Julie and her transition counselor were both surprised to see an "F" in Math 109. Julie agreed to go and discuss this with the instructor becuase she thought she had done much better than that. She was unwilling to consider withdrawing from Math 110, even though she received an "F" on the first test of the spring quarter. The transition counselor spoke with the Director of the Office for Students with Disabilities to get more information about the procedure to follow in this situation and informed Julie that she must withdraw from Math 110 and retake Math 109 as it is a prerequisite for the higher level class. Julie decided to withdraw from Math 110 and retake Math 109 in the fall and work with a tutor right from the beginning. She stated feeling a sense of relief as now she could devote more

time and energy to her other three classes. Due to the fact that Julie's credit completion was eighteen out of thirty credits attempted, with a cumulative G.P.A of 1.6, she was placed on the Warning component of Academic Probation.

Julie was feeling positive about Speech and Choir and reported some difficulty with Sociology, although it appeared to be going well. Extra-curricular activities kept Julie very busy during the spring. She continued to be active in student senate, directed a talent show and continued her twenty hour part time job.

Julie's Future Goals

Julie's goals for the future were unclear and undecided as she completed her first year at the community college. She stated in a final interview that she may take the Math 109 course during the summer session, or she may wait for fall quarter. She does intend to return to the community college in the fall but does not plan to graduate from there. Rather, she will transfer the credits earned at the community college and apply to a four year college such as the University of Minnesota or Augsburg College. Julie felt her strengths and interests continued to be in the areas of math, science and computers. She admitted that she sometimes got pretty caught up in extra-curricular things and didn't do very well in school.

Julie's Perception of the Project

When asked about her involvement in the L. D. Transition Project, Julie had many positive comments. She stated that the summer workshops were particularly helpful, the speakers were interesting and she probably would not have written formally to colleges for information without the help of the class. Julie also said that she became more aware of her learning disability and developed a better understanding of it from the transition counselors. Julie enjoyed the one-to-one counseling and relationship that developed with the

transition counselors and felt that they provided valuable assistance in helping her get what she needed. She especially appreciated when the transition counselor would check with a classroom instructor ahead of time to see how they would respond to a student who had a learning diability.

Peer Interactions

Julie also made friends with some of the other students in the project and they have continued to keep in touch informally. Julie did not see any drawbacks or problems being in the project and in fact stated that she will really miss her transition counselor and hopes to be able to get the same kind of support in the following years of college.

Counselors Future Goals for Julie

Finally, it has been recommended to Julie by her transition counselor that, (a) she re-examine her academic goals and vocational choice, and her personal motivation/commitment to pursuing them, (b) set specific manageable goals for the upcoming year, (c) continue to apply study strategies which she has learned in order to prepare effectively for exams and to capitalize on her academic strengths, (d) realize and accept her academic strengths and weaknesses and select future courses accordingly, (e) make full use of accommodation options designed specifically for learning disabled individuals, (f) practice self-advocacy skills by speaking with instructors early in the quarter, before problems arise, and to (g) manage her time more effectively.

The Role of the Postsecondary Transition Counselor

The Final Flow Chart represents the activities that the Postsecondary Transition Counselor was involved in during the third and final year of the L. D. Transition Project. Many of these activities were repeated each quarter as new courses were taken and different situations arose for Julie.

Discussion

Julie compared favorably to the other participants in the L. D. Transition Project. Throughout the years of the project 55 students were served. The one-to-one counseling model proved to be an effective intervention for many of the students as they worked toward accomplishing their transition goals.

The data analysis has shown some very positive results, some of which are: of the 31 students who graduated from high school in the first 2 years, 67% went on to complete one full year in a postsecondary institution earning grades of "C" or better. Students met 95% of their transition goals, self-esteem remained average to high and 41% of the parents were actively involved in the project and with their son or daughter's transition. Overall, the students' awareness increased in regard to their own disabilities and strengths and weaknesses, their knowledge of career options, postsecondary schools and programs, and most of all how to access accommodations (self-advocacy).

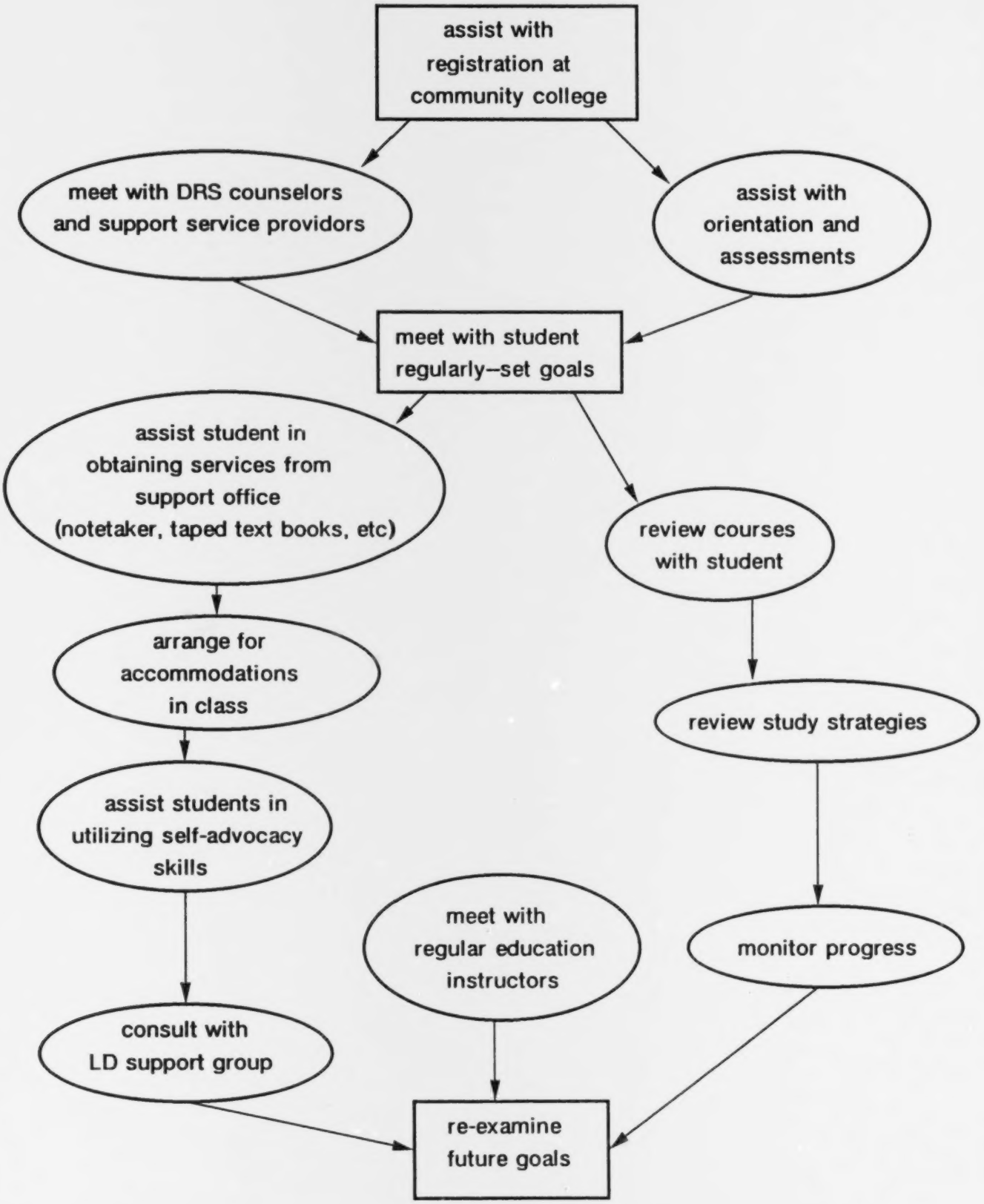
Other results from the study deemed less positive showed that students use of their self-advocacy skills was somewhat low and follow through for some students was a problem even though their attitude was positive and motivation high.

Some incidental benefits of the project included structural and institutional changes. For example, three of the host schools hired transition specialists and one school developed a transition class and support group for students with learning disabilities.

The most gratifying results of the project are reflected in the student's responses. When asked to respond to a "Satisfaction" Questionnaire, virtually all of the students rated "Agree" or "Strongly Agree" to the statements that the Transition Project was useful: that it helped to improve their skills, increased

their understanding of self, and helped to develop their ability to communicate with others about their disability and needs.

Role of Postsecondary Transition Counselor
Freshman Year in a Community College


assist with registration at community college
meet with DRS counselors and support service providors
assist with orientation and assessments
meet with student regularly--set goals
assist student in obtaining services from support office (notetaker, taped text books, etc)
review courses with student
arrange for accommodations in class
review study strategies
assist students in utilizing self-advocacy skills
meet with regular education instructors
monitor progress
consult with LD support group
re-examine future goals

Conclusion

Although the L. D. Transition Project has ended, Julie has been referred to a support service counselor on campus at the community college. The literature states that transition is a long term process that must involve student monitoring and follow along, well into the adult years. Successful transition does not happen automatically for students with disabilities. Julie will continue to need support, careful planning and guidance to help her define and achieve realistic goals.

Follow-Up and Recommendations

The counseling model along with small group clases proved to be a very successful way to provide transition information and service to students with learning disabilities in mainstream high schools. The host schools for this project have expressed interest in adopting this model and its materials and strategies in whole and/or in part. A second project (Project Extra), which closely follows the L. D. Transition Project model will begin in the fall of 1989. This is also a 3 year Federally funded project with services being provided to schools from the original study and also to students in another large urban school system. In addition to continuing with this model, the host schools have incorporated a number of strategies and utilized project materials in their existing Vocational and Special Education programs.

It is recommended that transition service providors continue to look at the unique needs of students with learning disabilities and to consider the most appropriate means for addressing them. It is also recommended that interagency and interdisciplinary cooperation be developed to promote a complete and comprehensive plan for students and their families.

Materials

Materials generated by the L. D. Transition Porject are listed below along with the current publisher address and phone number for ordering.

1. Transition to Postsecondary Education, by Betty Aune and Jean Ness, published by the American Guidance Service. For further information, please contact the publisher at: (612) 786-4343 or 1-800-247-5053 (MN) or 1-800-328-2560.

2. The LD Academic Support Group Manual, by Janis Johnson, is available through AHSSPPE. For more information, please contact them at: Association on Handicapped Student Service Programs and Postsecondary Education, P.O. Box 21192, Columbus, Ohio, 43221. (614) 488-4972.

3. Transition from High School to College: The LD Service Provider's Role was originally published in the AHSSPPE LD SIG Newsletter, Summer, 1988, pp. 1-4. Please contact AHSSPPE for further information (See item #2 above.)

4. These articles and bibliographies are available through ERIC:

   a. The Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography. ERIC document #ED 280 224.

   b. The Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography. Supplement #1. Schedules to be published in Resources in Education, June 1990; ERIC document # to be assigned.

   c. The Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography. Supplement #2. Scheduled to be published in Resources in Education, June 1990; ERIC document # to be assigned.

   d. A Selective Review of the Professional Literature Concerning the Transition Process of LD Adolescents and Adults. ERIC document #EC 200 477.

   e. Using Appropriate Documentation Within the Secondary/Postsecondary Transition Process with Learning Disabled Adolescents and Adults. ERIC document #ED 280 225.

   f. A Selective Literature Review Concerning the Psychosocial Issues of LD Individuals. Scheduled to be published in Resources in Education, June 1990; ERIC document # to be assigned.

You may access these materials in microfiche or on hard copy either at your local library or directly through the ERIC Clearinghouse for Handicapped and Gifted Children. You may contact them at: the Council for Exceptional Children, 1920 Association Drive, Reston, Virginia, 22091-1589, (703)620-3660. If a number has not been assigned, call ERIC directly for further information.

5. LD support Groups Work! was originally published in The Journal of Counseling and Human Service Professions, volume 2, number 1, April 1988.

6. Effective Counseling Techniques for LD Adolescents and Adults in Secondary and Postsecondary Settings was originally published in The Journal of Postsecondary Education and Disability, volume 2, number 4, Summer, 1988.

7. Meeting the Psychosocial Needs of LD Adolescents and Adults by Jean Ness and Lynda Price. Scheduled to be published in Academic Therapy, Winter, 1990.

8. The High Jump: Transition Issues of Learning Disabled Students and Their Parents by Jean Ness. Published in Academic Therapy, volume 25, number 1, September, 1989, pp. 33-40.

9. Essential Skills in the Transition Process by Jean Ness. Published in LD Forum, volume 15, number 2, Winter, 1990, pp. 22-23.

10. Self-Esteem Levels of LD Adolscents and Adults by Lynda Price. (Has been submitted for publication.)

11. All Project staff have consulted extensively on the development of Keymakers II: A Staff Development Program for Minnesota Technical College Educators, by Ann Grasso-Ryan, published by MACLD (Minnesota Association for Children and Adults with Learning Disabilities), 1989. These are excellent curriculum materials. For more information, please contact LDM (Learning Disabilities of Minnesota is the new name for MACLD), Griggs Midway, 1821 University Ave, St. Paul, MN 55104.

References

Berkell, D.E., and Brown, J.M. (1989). Transition from School to Work for Persons with Disabilties. Longman Inc.

Brauner, C.J. (1969). The First Probe. Architectural Review, 146, 451-56.

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Stake, R. E. (1976). Case Study Methods in Educational Research: Seeking Sweet Water. American Educational Research Association. University of Illinois.

Wehman, P., Moon, M. S., Everson, J. M., Wood, W., Barcus, J. M. (1988). Transition from School to Work. New Challenges for Youth with Severe Disabilities. Paul H. Brooks Publishing Co. Inc.

Zetlin, A.G., Hosseini, A. (1989). Six Postschool Case Studies of Mildly Learning Handicapped Young Adults. Exceptional Children, 55, 405-411.

Appendix

Interim Transition Plan for:_____ Date:_____

Date initiated:_____

Date Completed	Specific Objectives	Responsible Party

DESCRIPTION OF QUESTIONNAIRE

This questionnaire is designed for use by learning disabilities specialists in secondary and postsecondary settings. Some knowledge of transition options and issues is assumed. The questionnaire is geared for learning disabled students who have the potential to do postsecondary level work, either in a college, university, or vocational school setting.

The questionnaire is divided into five parts, each part designed to evaluate a particular aspect of a student's preparation for postsecondary education. The questionnaire is designed so that one or all of the five parts may be given.

PART 1: **LEARNING STYLE** The student's perception of his or her ability to access information through his or her unique learning style, and the student's perception of his or her strengths and weaknesses.

PART 2: **POSTSECONDARY OPTIONS** The student's present understanding of the range of educational choices that are available to him/her after completion of high school.

PART 3: **SELF-ADVOCACY** The student's present ability to define his/her own needs and to express them to appropriate individuals.

PART 4: **TRANSFER OF STUDY SKILLS** The student's awareness of his/her ability to transfer study skills from one setting to another.

PART 5: **INTERPERSONAL SKILLS** The student's ability to recognize problems and suggest more appropriate behaviors in interpersonal situations, and to evaluate his or her own behavior in similar situations.

INTERPRETATION OF THE QUESTIONNAIRE

The purpose of the questionnaire is to determine a student's level of awareness and skills in the area of transition. It can be used in several different ways:

1. as a diagnostic tool to determine what transition skills the student most needs and how aware the student is of his or her transition skills.*

2. as a consciousness-raising exercise to help the student become aware of transition issues.

3. to monitor a student's progress over time. It can be given before transition counseling or instruction is begun and then repeated several months or a year later, to determine whether skills and awareness have increased.

4. to assist the classroom teacher in choosing modifications and accommodations to suit the student's learning style.

Since this is a self-report, keep in mind that in some cases, a student may have an inaccurate perception of his or her skills and needs. Use the responses as a starting point in working with a student, but draw your own conclusions after observing and working with the student. If you find that many of the student's perceptions are inaccurate, help him or her gain a more objective self-understanding.

The questionnaire has no score sheet and no scoring system. However, the following interpretation guidelines may help in planning for each student after administraton of the questionnaire.

* The Transition Curriculum, also developed by the University of Minnesota Research & Demonstration Project, correlates closely with the questionnaire, so that if a student is weak in a certain area, that part of the curriculum can be taught.

INTERPRETATION OF QUESTIONNAIRE

Part 1: Learning Style

In this section you will find out the student's perception of preferred mode of learning, and strengths and weaknesses. You can then apply that information to specific learning situations with the student. Does the student actually use the mode to learn that he/she says is preferred? Does the student use his/her stated strengths? Does the student have an accurate perception of his/her strengths and weaknesses? Based on these comparisons, the teacher can interpret more about the student's learning style and help direct the student to what mode/s work best and how to use strengths to overcome weaknesses.

Part 2: Postsecondary Choices

In this section you will find out what the student's current knowledge is about postsecondary choices. The teacher can learn how many different choices the student is aware of, if they are choices that would be appropriate for that student to consider, and how specific the knowledge is that the student has about the various postsecondary choices mentioned. The teacher will also find out if the student is aware of specific programs or LD services. If, for example, a student is aware of a variety of postsecondary choices, he/she has probably been exposed to many and will make postsecondary decisions accordingly. If, however, the student lists few schools and occupations that he/she is aware of, then future exposure to the various postsecondary opportunities available is necessary.

Part 3: Self-Advocacy

In this section you will find out how well a student can ask and get the information/help they need. You will also learn how well they can make accommodations based on needs. What does the student perceive as problem areas? Does the student know what kind of accommodations are needed to help in these problem areas? Is the student comfortable and skilled at asking for the accommodations and using them? Does the student mention the same accommodations listed on the IEP? How dependent is the student on others for guidance and support? Is the student dependent on the appropriate person? Based on how the student responds to this section you will be able to answer these questions and help the student learn to make accommodations.

Part 4: Transfer of Study Skills

In this section you will find out if the student thinks he/she is able to organize time and materials. The student's responses will indicate perceived ability in study skills. Is the student able to manage time to complete assignments? Does the student have the concept of setting goals and following through on them? Can the student organize his/her time and/or materials? Based on these answers you can help the student in the areas of organization.

DIRECTIONS: PLEASE READ BEFORE YOU START

Do the questions in the order they are given. Do NOT go back to a previous question later. There are several types of questions in this questionnaire. These are the only directions you will receive. You may place them to the left of the page you are working on in case you forget how to do a certain type of question.

Type 1: This type of question asks you to answer the question in your own words.

Example: List all the cities that you have visited:

_____

Type 2: This type of question asks you to circle one or more of the letters that apply to you.

Example: How do you feel today?

a. rotten
b. terrific
c. tired

Type 3: This type of questions asks you to rate yourself on a scale. The lowest and highest ratings are described and you circle only one number that fits you best.

Example: How much do you like school?

A lot — It's OK — I hate it

1_____2_____3_____4_____5

Type 4: This type of question has several columns to the right of the answer. You put an X in the column that best describes how likely you are to respond in a certain way.

Example:

How likely are you to read the following?	Not likely	Somewhat likely	Likely	Very Likely
a. Newsweek				
b. Ranger Rick				
c. Minneapolis Star & Tribune				
d. Other				

Notice that you can fill in your own answers under "Other" if none of the responses fit you very well.

Type 5: This type of question is a series of situations that you and the interviewer will role-play. The interviewer will tell you what to do.

STUDENT FORM

PART 1: LEARNING STYLE

1.1 What are your greatest strengths in school? (Give skills, talents, or abilities, not school subjects)

_____

1.2 What are your greatest weaknesses in school? (not school subjects)

_____

1.3 You are starting a class in English. What part of the classwork would give you trouble?

_____

1.4 What strengths would you use in English class work to make up for your weaknesses?

_____

1.5 Do you know how you learn the best?

no knowledge		some knowledge		a lot of knowledge
1	2	3	4	5

1.6 What works for you when learning a new subject?
How are you likely to:

	Not Likely	Some-what Likely	Likely	Very Likely
a. Read the textbook				
b. Watch someone do experiments				
c. Take notes from the reading assignments				
d. Listen to the lecture				
e. Take notes from the lecture				
f. Do experiment with someone				
g. Other				

1.7 What is the best way you can show a teacher what you have learned? How likely are you to choose to:

	Not Likely	Some-what Likely	Likely	Very Likely
a. Make a drawing				
b. Tell someone about it				
c. Write answers to questions				
d. Show the teacher in a demonstration				
e. Do a project				
f. Other				

1.8 How can you memorize things? How likely are you to :

	Not Likely	Some-what Likely	Likely	Very Likely
a. Picture them in your mind				
b. Make associations (relate to other things you know)				
c. Draw pictures, charts or diagrams				
d. Repeat them outloud				
e. Write them down				
f. Other				

1.9 How likely are these to be problems for you?

	Not Likely	Some-what Likely	Likely	Very Likely
a. Reading so slowly you can't finish on time				
b. Studying hard but forgetting it the next day				
c. Being distracted				
d. Organizing your thoughts poorly on paper				
e. Forgetting instructions				
f. Taking notes too slowly in a lecture				
g. Not understanding spoken directions				
h. Not understanding written directions				
i. Other				

1.10 A teacher may do some of the following in class. How likely are these to help you learn?

	Not Likely	Some-what Likely	Likely	Very Likely
a. Allows you to tape the lecture				
b. Uses a lot of videos or demonstrations in class				
c. Gives lectures you can understand				
d. Discuss outside reading in class				
e. Has laboratory classes where you do experiments				
f. Explains at the start of the period what the class will be doing				
g. Writes the assignments on the board				
h. Allows students to ask questions before, during and after class				
i. Gives a choice of projects in place of written tests				
j. Allows time for individual help				
k. Gives the class a clear outline of the course				
l. Gives the class a list of the assignments and due dates				
m. Gives the class handouts and worksheets				
n. Other				

PART 2: POSTSECONDARY CHOICES

2.1 How much do you know about educational choices for high school graduates?

None		Some		A lot
1	2	3	4	5

2.2 How much do you know about occcupations in your interest areas?

None		Some		A lot
1	2	3	4	5

2.3 Different occupations require different types of training. A doctor will go to a different type of school than an auto mechanic. List all types of schools or colleges available to high school graduates. (example: Vo-Tech)

_____

_____

_____

2.4 List the names of schools or colleges you know about. (example: University of Minnesota) _____

_____

_____

2.5 List the schools and programs of interest to you.

SCHOOL	PROGRAM
Example: Hennepin County AVTI	Landscaping
_____	_____
_____	_____
_____	_____

2.6 List any of these schools that offer special help for learning disabled students. _____

_____

2.7 List any occupations that interest you. _____

_____

PART 3: SELF-ADVOCACY

You need to know these words to answer this section:
Postsecondary - schooling that comes after high school.
Accommodations - changes made in the way you learn information or the way you are evaluated. For example, listening to taped texts would be an accommodation.

3.1 Do you know what kind of help you may need in postsecondary courses (college or technical school) because of your learning disability?

I have no idea what help I'll need		I have some idea		I know exactly what help I'll need
1	2	3	4	5

3.2 When entering a postsecondary school, what services or accommodations will you need because of your learning disability? (an example would be having a textbook taped)

_____

_____

3.3 Can you explain your need to a teacher and ask for help?

I never ask for help even when I need it		I sometimes ask for help when I need it		I always ask for help when I need it
1	2	3	4	5

3.4 Imagine that you are going to approach an agency about providing some assistance for your postsecondary program. In order to receive this assistance you must prove that you have a learning disability. What materials will you bring with you the first time you meet?

_____

_____

3.5 You have a problem understanding what is expected of you with a class assignment. How likely are you to ask this person for help?

	Not Likely	Some-what Likely	Likely	Very Likely
a. A parent				
b. A friend or classmate				
c. The teacher of that class				
d. The learning disability specialist				
e. Nobody. You figure it out on your own.				
f. Other				

3.6 When you need help from a teacher, how likely are you to be:

	Not Likely	Some-what Likely	Likely	Very Likely
a. Embarrassed to have anyone know you need special attention				
b. Frustrated with the teacher and yourself				
c. Confused about just what sort of help to ask for				
d. Comfortable about asking the teacher for help				
e. Other				

3.7 It is a few weeks before the start of the quarter. You're not sure you can cope with your classes. How likely are you to:

	Not Likely	Some-what Likely	Likely	Very Likely
a. Not mention your disability to anyone, try to make it on your own				
b. Get the textbook early, read it or have it taped				
c. Get a vocabulary list early and learn the words				
d. Find out what special help is available on campus				
e. See instructor about accommodations before the course starts				
f. Wait until midquarter; if you do poorly, then see instructor				
g. Ask the LD specialist to write letters to your instructors				
h. Ask for a change in graduation requirements, such as being excused from taking a foreign language				
i. Other				

3.9 In a class where you will need extra help, how likely are you to:

	Not Likely	Some-what Likely	Likely	Very Likely
a. Ask to tape lectures				
b. Ask for extra time on tests				
c. Arrange to get class notes				
d. Get books taped				
e. Arrange to use word processor				
f. Arrange alternative tests/assignments				
g. Ask questions during a lecture				
h. Ask for instructions to be repeated				
i. Get tutoring				
j. Join a study group				
k. Other				

AT THIS POINT THE INTERVIEWER WILL DO ROLE-PLAYS WITH YOU. THE SITUATIONS ARE DESCRIBED BELOW.

3.10 At the end of class the teacher quickly tells the class what will be covered on next Friday's exam. You didn't get all the information about the test down in your notes. After class you go to the teacher and ask for help. I am that teacher and that class has just ended.

3.11 You have a specific school you are interested in attending. You need to find out if they offer special services for learning disabled students and if so what those services are. Your first contact with that school will be by telephoning the admissions office. The admissions office will refer you to another number. Call that number and repeat your questions. I will answer the phone as the secretary in the admissions office.

3.12 It is a few weeks before the quarter starts. You will be taking a course in which accommodations for you disability will be necessary. Think of an accommodation you mentioned in this questionaire. I am your instructor and you have come to see me about this accommodation.

PART 4: TRANSFERENCE OF STUDY SKILLS

4.1 How likely are you to complete school assignments you have started?

Never Finish		Sometimes Finish		Always Finish
1	2	3	4	5

4.2 How likely are you to complete school assignments without being reminded by parents or teachers?

I always need to be reminded		I seldom need to be reminded		I never need to be reminded
1	2	3	4	5

4.3 a) Do you set goals for yourself in school?

I never set goals		I sometimes set goals		I always set goals
1	2	3	4	5

b) Do you know what steps to take to reach your goals?

I have no idea what steps to take		I have some idea what steps to take		I know all the steps to take
1	2	3	4	5

4.4 You are given an assignment that requires using some resource materials (dictionary, encyclopedia, atlas, almanac, etc.). How likely are you to:

	Not Likely	Some-what Likely	Likely	Very Likely
a. Ask the librarian for help				
b. Not know which resource would help you				
c. Ask the learning disability specialist for help				
d. Ask a parent for help				
e. Know what book to use				
f. Search until you find the right books to use				
g. Ask a friend for help				
h. Other				

4.5 You have a very demanding schedule -- a full class load and a part time job. How likely are you to:

	Not Likely	Some-what Likely	Likely	Very Likely
a. Set aside a certain time each day for studying				
b. Study whenever you get the chance				
c. Plan a study schedule each week, based on assignments				
d. Study just on the night before tests				
e. Study just enough to keep up				
f. Write assignments on a calendar according to when they're due				
g. Other				

4.6 You have just started college. After buying a new textbook for a class, what will you most likely do with the textbook before the first class begins?

	Not Likely	Some-what Likely	Likely	Very Likely
a. Page through the book and set it aside				
b. Get started early by reading the first chapter				
c. Look through the book at study questions, glossary, chapter headings, table of contents				
d. Set the textbook aside until the class begins				
e. Highlight important vocabulary words				
f. Other				

4.7 Some study habits are listed below. How likely are you to:

	Not Likely	Some-what Likely	Likely	Very Likely
a. Remember assignments for a specific class				
b. Finish assignments without being reminded				
c. Plan a way to study				
d. Set aside time from other activities to study				
e. Get started on assignments				
f. Finish an assignment once you've started				
g. Keep your materials together without losing them				
h. Organize books and materials				

PART 5: INTERPERSONAL SKILLS

Directions: Turn on the videotape and view Scene 1. Then turn off the videotape and answer the questions for Scene 1. Continue with Scenes 2 - 6 in the same way. Circle as many answers as seem appropriate.

Questions for Scene 1:

5.1 What is the problem in this scene?

_____

_____

5.2 If you were the student, how likely would you be to:

	Not Likely	Some-what Likely	Likely	Very Likely
a. Apologize the next day and redo the paper				
b. Take a zero for the paper and forget it				
c. Get transferred out of the class				
d. Talk to parents, principal or LD specialist about the teacher				
e. Discuss the paper further with the teacher and ask her for help				
f. Complain to other students about the teacher				
g. Get discouraged, not do other class assignments				
h. Other				

5.3 A teacher criticizes your work. How likely are you to:

	Not Likely	Some-what Likely	Likely	Very Likely
a. Become angry and tear up the work				
b. Refuse to redo the assignment				
c. Ask for help to understand and then redo the work				
d. Argue that your work is right				
e. Ignore the criticism				
f. Redo it carelessly to keep the teacher off your back				
g. Give up and take the failing grade				
h. Keep redoing the work until the teacher is satisfied				
i. Not listen to the teacher -- turn off				
j. Other				

5.4 A supervisor criticizes you at work. How likely are you to:

	Not Likely	Some-what Likely	Likely	Very Likely
a. Get flustered and nervous and do even worse				
b. Listen calmly and try to change what he or she didn't like				
c. Ask what he/she means if you don't understand				
d. Think about getting another job				
e. Get angry				
f. Other				

5.5 If your boss criticizes you, how likely are you to say:

	Not Likely	Some-what Likely	Likely	Very Likely
a. "Thanks for telling me."				
b. "You don't understand."				
c. "What do you suggest I do?"				
d. "Buzz off."				
e. Other				

5.6 How well do you accept criticism?

You can't criticism at all		You feel bad but you try not to show it		You have no problems accepting criticism
1	2	3	4	5

Questions for Scene 2:

5.7 What is the problem in this scene?

a. The teacher won't listen.
b. The teacher is rude to the student.
c. The student doesn't realize the teacher is in a hurry.
d. The student is bothering the teacher.

5.8 What would you do in this situation?

a. Keep on talking about my paper.
b. Ask to set up an appointment to see the teacher later.
c. Become angry with the teacher
d. Follow the teacher down the hall and continue asking questions.
e. Feel hurt that she won't listen to me and walk away.
f. Assume she doesn't want to help and not ask her again.
g. Other

_____

5.9 What would be an appropriate way to act in this scene?

_____

5.10 How well can you tell what someone is trying to say by their body language (how they use their hands, the expression on their face or the way they move)?

You have no idea what someone means		Sometimes you know		You always know what they mean
1	2	3	4	5

Questions for Scene 3:

5.11 What is the problem in this conversation?

a. The group is ignoring Victor
b. The group doesn't like Victor.
c. Victor is interrupting the conversation.
d Victor is talking about himself instead of the movie.
e Victor isn't listening.
f. Other

_____

5.12 What would you do if you were Victor?

a. Ask questions about the dance.
b. Keep trying to change the subject, since you aren't going to the dance.
c. Be quiet and listen to them.
d. Tell about experiences that you've had.
e. Leave, since they don't want to listen to you.
f. Other

_____

5.13 How could Victor participate better in this conversation?

a. Look at the person who is talking.
b. Ask questions of the person talking.
c. Nod his head to show he is listening.
d. Talk more.
e. Tell about other dances he's gone to.
f. Try to think more about what he's going to say next and less about what the others are saying.
g. Wait for a break in the conversation before speaking.
h. Other

_____

5.14 What questions do you ask yourself before speaking?

a. Is what I am going to say related to this conversation?
b. Is this a good time to interrupt the discussion?
c. Do I have a good reason to interrupt the discussion?
d. Will the others be interested in what I'm going to say?
e. What will they think of me if I say this?
f. You just talk. You don't think about it ahead of time.

Questions for Scene 4:

5.15 What is the problem in this scene?

a. The customers are in a hurry and can't wait for their coke and fries.
b. The customers are too impatient.
c. The waitress doesn't realize that it has suddenly become busy.
d. The waitress isn't doing her job.

5.16 What do you think the girls should do?

a. Chat in the back, not in front of customers.
b. Chat when it is not busy and work when it's busy.
c. Ignore the customers because they're on a break.
d. Finish their conversation, and then help customers.

5.17 The waitress needs to change her behavior. How should she know?

_____

5.18 How well are you able to change your behavior when the situation changes?

You never realize that you need to change		Sometimes you change your behavior to fit the situation		You always change your behavior to fit the situation
1	2	3	4	5

Questions for Scene 5:

5.19 What is the problem in this scene?

_____

5.20 How could Victor be more successful in this situation?

_____

5.21 How do you feel when you have to do group work?

Very Uncomfortable		Fairly comfortable		Comfortable and at ease
1	2	3	4	5

5.22 When working in a group, how likely are you to:

	Not Likely	Some-what Likely	Likely	Very Likely
a. Avoid group activities because you'd rather work alone				
b. Work and cooperate with others				
c. Ignore the person in charge if you don't like him/her				
d. Do what needs to be done without being asked				
e. Have a hard time being told what to do if you don't agree				
f. Make suggestions about how to do something better				
g. Wait to be asked to do something				
h. Do as little as possible				
i. Other				

Janis-Field

ATTITUDE INVENTORY

This inventory includes questions concerning the way you view yourself and others. There are no right or wrong answers. Please answer each question as quickly and honestly as it is possible to answer. Circle only one response per question.

Student I.D. No. _____

Student Name (Last, First, Middle Initial) _____

1. How often do you have the feeling there is nothing you can do well?	1 very often	2 fairly often	3 some-times	4 once in a great while	5 practi-cally never
2. How often do you feel that you have handled yourself well at a social gathering?	1 practi-cally never	2 once in a great while	3 some-times	4 fairly often	5 very often
3. How often do you worry about whether other people like to be with you?	1 very often	2 fairly often	3 some-times	4 once in a great while	5 practi-cally never
4. How often do you feel self-conscious?	1 very often	2 fairly often	3 some-times	4 once in a great while	5 practi-cally never
5. How confident do you feel that some day the people you know will look up to you and respect you?	1 very uncon-fident	2 fairly uncon-fident	3 some-times	4 fairly confi-dent	5 very confi-dent
6. Do you ever feel so discouraged with yourself that you wonder whether anything is worthwhile?	1 very often	2 fairly often	3 some-times	4 once in a great while	5 practi-cally never
7. In general, how confident do you feel about your abilities?	1 very uncon-fident	2 fairly uncon-fident	3 some-times	4 fairly confi-dent	5 very confi-dent
8. Do you ever think that you are a worthless individual?	1 very often	2 fairly often	3 some-times	4 once in a great while	5 practi-cally never
9. How often do you have the feeling that you can do everything well?	1 practi-cally never	2 once in a great while	3 some-times	4 fairly often	5 very often

Janis-Field Attitude Inventory (circle one for each question)

10. How often are you troubled with shyness?	1 very often	2 fairly often	3 some-times	4 once in a great while	5 practi-cally never
11. How comfortable are you when starting a conversation with people whom you don't know?	1 very uncom-fortable	2 fairly uncom-fortable	3 average	4 fairly comfort-able	5 very comfort-able
12. How sure of yourself do you feel when among strangers?	1 very unsure	2 fairly unsure	3 average	4 fairly sure	5 very sure
13. When you speak in a class discussion, how sure of yourself do you feel?	1 very unsure	2 fairly unsure	3 average	4 fairly sure	5 very sure
14. How often do you feel inferior to most of the people you know?	1 very often	2 fairly often	3 some-times	4 once in a great while	5 practi-cally never
15. How confident are you that your success in your future job or career is assured?	1 very uncon-fident	2 fairly uncon-fident	3 some-times	4 fairly confi-dent	5 very confi-dent
16. When you have to talk in front of a class or a group of people your own age, how afraid or worried do you usually feel?	1 very afraid	2 fairly afraid	3 average	4 fairly unafraid	5 very unafraid
17. When you talk in front of a class or a group of people your own age, how pleased are you with your perform-ance?	1 very dis-pleased	2 fairly dis-pleased	3 average	4 fairly pleased	5 very pleased
18. How often do you feel that you dislike yourself?	1 very often	2 fairly often	3 some-times	4 once in a great while	5 practi-cally never
19. How much do you worry about how well you get along with others?	1 very often	2 fairly often	3 some-times	4 once in a great while	5 practi-cally never
20. How often do you feel that you are a successful person?	1 practi-cally never	2 once in a great while	3 some-times	4 fairly often	5 very often